

**Project Title:** Graffiti in the school and the community

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Project Description	In West Valley City graffiti is beginning to become a problem, it is cropping up throughout the community on resident fences, business walls, and is becoming rampant at Hunter High School. By identifying target locations within the school, it may become possible to identify graphic patterns with each incident and even catch the perpetrators. This graphic pattern information could then be relayed to local law enforcement which could then further pursue the problem through other closely related individuals in the community.
Community Issue or Problem Selected	Graffiti in the community (fences, walls, signs, sides of businesses, on the school). In my classroom a “slogan” kept cropping up on my desks, my filing cabinets, my walls, everywhere. It was driving me nuts. Finally, I overheard a young lady in class mention a boy’s name who always wrote the above mentioned slogan. Armed with this knowledge, I was able to catch the “perp” and make him clean up my room. There was great joy when I nailed the little sucker. I was able to identify the kid because of his repeated use of the slogan. I believe there is a pattern in graffiti that would work much the same way. It would be wonderful to reduce this senseless destructive eyesore that is beginning to crop up throughout Utah. (It would also be nice to send all the apprehended perps back to, um, California).
Community Partner(s)	Effected local business, law enforcement, PTA?
Project Objectives	Maintain cleaner appearance for extended period of time Slow the spread of graffiti Community safety
Utah Core Standards/Objectives	Issue research, Presentation, Writing skills English core <b>Standard 1</b> (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text. <b>Objective 1</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues <b>Standard 2</b> (Writing): Students will write informational and literary text to

	<p>reflect on and recreate experiences, report observations, and persuade others.</p> <p><b>Objective 1</b> (Writing to Learn): Evaluate ideas and information to refine thinking through writing.</p> <p><b>Standard 3</b> (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p> <p><b>Objective 1</b> (Processes of Inquiry): Use the process of inquiry to explore, compile, and report research.</p>
Essential questions Spatial issue	What's the frequency of graffiti within the boundaries of Hunter High School?
Assessment	Graffiti abatement in effected areas.
Project Products	Safer school community, more comely community appearance
Project Timeline	Done year by year on an ongoing basis, done over a 9 month time frame (academic year). Actual data gathering, data organization and preparation/presentation will occur over a 3-4 week time period. Student vigilance and brief updates will be what occurs for the rest of the year.
Resources Needed	Data from school cop/administration, time, digital cameras, perhaps some "dummy cameras" to set up in effected areas, perhaps even the use of real video surveillance.
Skills Required	Digital camera, ppt
Project Team Member Roles	<p><b>Teacher:</b> Provide vision, manage project</p> <p><b>Students:</b> Data gatherers</p> <p><b>Partners:</b> Data synthesizers/evaluators, provide feedback</p>
Celebration/Presentation	Get a write up in the newspaper where a class is featured
Project Evaluation	Students will use journals to record what they think about various aspects of the project
Project Bibliography	None yet.
Plans for future CMap activities	Begin a law enforcement image/tattoo database for WVC, UT